DOCUMENT RESUME

ED 441 647 RC 022 453

TITLE	What Works for Latino Youth. First Edition.
INSTITUTION	White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC.
PUB DATE	1999-10-00
NOTE	48p.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: http://www.ed.gov/offices/OIIA/Hispanic/rr/.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Preparation; *Community Programs; Early Childhood Education; Elementary Secondary Education; *Family Programs; *Hispanic American Students; Human Services; Leadership Training; *Mexican American Education; Migrant Education; Prevention; *Program Effectiveness; School Activities; *Youth Programs
IDENTIFIERS	*Latinos

ABSTRACT

The White House Initiative on Educational Excellence for Hispanic Americans works with the Congressional Hispanic Caucus, Hispanic-Serving Institutions, Latino community-based organizations, educators, and youth advisors to identify programs that work for Latino youth. This directory compiles the programs recommended to date and is a work in progress. Some programs were created specifically to serve young Hispanics, while others have shown strong benefits to Latino youth while serving broader populations. Most of the programs presented are comprehensive programs that are based in community strengths and offer culturally and linguistically appropriate services. The 67 programs are listed alphabetically in five categories: early childhood and elementary programs, middle and high school programs, K-12 programs, multiservice agencies, and community and youth. Each entry contains contact information and brief descriptions of the program's mission, services offered, and evidence of effectiveness. (SV)

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What Works For Latino Youth

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White House Initiative on Educational Excellence for Hispanic Americans

2

First Edition

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Cover Photo

Students from the Twenty-first Century Academy for Community Leadership/P.S. 210 participating in the "Excelencia en Educación: The Role of Parents in the Education of Their Children" conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans, held in New York City on June 4-5, 1999. Excelencia en Educación is part of an ongoing national conference series that advances a national dialogue on the essential role parents play in supporting the education of their children. The picture was taken by Carlos Acevedo.

WHAT WORKS

FOR

LATINO YOUTH

U. S. Department of Education
White House Initiative on Educational Excellence
for Hispanic Americans

Foreword

On August 2, 1999, First Lady Hillary Rodham Clinton hosted a White House Convening on Hispanic Children and Youth. The purpose of this forum was to examine the many opportunities and challenges facing Latino young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Invited participants and special guests discussed pathways to achievement for Hispanic youth, including supportive networks that help them overcome impediments to success in academics and life. The Convening highlighted promising efforts across the country and examined ways to foster new support for innovative programs.

To support this effort, the White House Initiative on Educational Excellence for Hispanic Americans worked with the Congressional Hispanic Caucus, Hispanic-Serving Institutions, Latino community-based organizations, educators and youth advisors throughout the nation to identify and catalogue programs that work for Latino youth. Some of the programs recommended by our colleagues were created specifically to serve young Hispanics, while other programs have shown strong benefits to Latino youth and at the same time serve broader populations. Most of the programs presented are comprehensive, community strengths-based programs that address needs by offering appropriate cultural and linguistic services.

This directory is a compendium of programs that have been recommended to us to date. Thus, it is a work in progress. The contact information and program descriptions are offered to facilitate networking and information sharing. The directory is intended to be a tool for foundations, businesses, policymakers, community-based organizations, schools, universities and any others interested in discovering like-minded individuals and communities actively engaged in addressing the strengths and needs of Latino youth.

Acknowledgements

The creation of this directory could not have been possible without the assistance of numerous dedicated people. The White House Initiative would like to acknowledge all of the organizations and programs that were willing to support this effort, for it is their daily work that we are highlighting here. We would also like to thank Lourdes Guerrero, a graduate student who worked with us to gather information and put this publication together.

U.S. Department of Education
Richard W. Riley
Secretary

White House Initiative on Educational Excellence for Hispanic Americans
Sarita Brown
Executive Director

October 1999

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U.S. Department of Education
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White House Initiative on Educational Excellence for Hispanic Americans
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What Works for Latino Youth

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Early Childhood and Elementary Programs

ALISAL COMMUNITY HEALTHY START (CA)

Terry Espinoza Baumgart, Coordinator
1437 Del Monte Avenue
Salinas, CA 93905
(831) 753-5748 (831) 753-5273 fax

Mission: The mission of Alisal Community Healthy Start is for community members, parents, children, public and non-profit agencies, and businesses to empower each other to ensure that families are healthy and self-sufficient, and that children have strong affiliations with their school and achieve school success. Alisal Community Healthy Start is a large multi-agency community-driven collaborative that works with families in a comprehensive manner by providing access to a myriad of resources. All staff are bilingual and bicultural with some being residents and former consumers of Healthy Start services.

Services: The program provides support groups for such areas as: women's crisis, planned parenthood, teen mothers, case management, serious illness, families in control, and self-improvement for parents. To support a healthy start, the center also offers classes in English as a Second Language (ESL), citizenship, adult literacy and nutrition and the program Preventing Alcohol Related Trauma in Salinas (P.A.R.T.S.) These services are combined with health services such as the Center for Health and Disease Prevention (CHDP) physical exams, health fairs, special needs (for example, bone marrow and blood drives), Health Department speakers, and completion of healthy families medical program applications.

Evidence of effectiveness: This center is owned and administered by the Alisal Union School District, but the community members, agency partners, and other collaborative members share in the governance of the program. There is a strong emphasis on what the individual, family and community identify as the areas of focus rather than having others identify needs and "problems" for them. Alisal Community Healthy Start thus has a focus in strengths and assets rather than subscribe to a deficit model.

LA CLASE MAGICA (CA)

Olga Vasquez
University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093
(619) 534-5271
Website: www.communication.ucsd.edu/LCHC/lcm

Mission: La Clase Mágica is a collaboration between residents of the Eden Gardens community and a research group in partnership with the University of California, San Diego (UCSD). The program provides the opportunity for university students to work with the children of Eden Gardens in a collaborative fashion as "amigos," while receiving college credits. La Clase Mágica is a bilingual/bicultural manifestation of the "Fifth Dimension," the core activity of an eight-team research consortium organized by the Laboratory of Comparative Human Cognition (LCHC) at UCSD.

Services: La Clase Mágica provides after-school computer-mediated activities for Latinos ages 4-16, as well as their parents. Three times a week, approximately 20 children and their parents get together with university students to play computer games. The children work through a labyrinth of almost 70 computer games and interact with an electronic figure known as "El Maga" (the Wizard) via telecommunications technology. Besides being an educational activity, this program is designed as an educational "pipeline" to higher education, as the children interact with UCSD students, faculty and campus as part of their participation.

Evidence of effectiveness: This program, begun in 1989, was instrumental in the creation of UC Links, a new consortium of university-community partnerships designed to bring about change in the educational experiences of minority students.

THE SIGNATURE LEARNING PROJECT (CA)

Latino Issues Forum
Ana Montes, Project Director
785 Market Street, 3rd Floor
San Francisco, CA 94103
(415) 284-7208 (415) 284-7210 fax
Website: www.lif.org

Mission: The Signature Learning Project (SLP) is an innovative, replicable model that can be used in any community to enhance the educational outcomes of low-income and minority students. By providing technology access to all the families, this project seeks to reduce technological and educational disparities, increase student motivation, make the families more participatory in their children's education, and empower a multi-ethnic low-income community to support the children, the school and the project. In addition, the children and adult learners will have an opportunity to compete advantageously in a global marketplace.

Services: This project develops teacher education curricula that instruct teachers on how to effectively incorporate technology in the classroom; introduces a parental involvement and education curriculum that trains parents in how to use technology to assist their children's learning; and involves local community-based organizations and the business community.

Evidence of effectiveness: Now entering its third year, the pilot SLP equipped a computer lab in a low-income elementary school with 30 brand new state-of-the-art computers, completed wiring of the lab and classrooms for Internet access, provided the classrooms and teachers with printers, and provided refurbished computers and training to almost 200 parents. The Project is being replicated in Watsonville, California with funding from Wells Fargo Bank.

FAMILY STAR (CO)

Lereen D. Castellano, Executive Director
2246 Federal Blvd.
Denver, CO 80211
(303) 477-7827 (303) 477-7756 fax
Website: www.clem.mscd.edu/~kirbyk/FamilyStar/index.htm

Mission: Family Star's mission is transformation through education—education that empowers by developing the potential of people of all ages and cultures to think for themselves, do for themselves and to create better lives.

Services: Family Star provides a model Montessori Child Parent Education Center serving a racially, culturally and economically diverse mix of families. Two-thirds of the families served are low income. A high percentage of the families are headed by single, teenage moms, many with less than a high school diploma. This year-round, full-day, full-week Montessori Center provides a program for children ages 8 weeks through 6 years, a parent education program that gives classes on child development, early literacy, and techniques for reading with children, and a family support program, where a service coordinator and pediatric nurse provide guidance on site to identify disabilities and work with mental health services. It has a unique collaboration with Denison Montessori School, a Denver Public School magnet program, whereby certain "graduating" Family Star children are able to automatically enter the Denison Montessori School. A middle school component has also recently been added.

Evidence of effectiveness: This is the only public/private collaboration in the nation, offering urban children a continuous Montessori education from 8 weeks through 6 years. All of Family Star's five-year-olds are reading. Of the Latino sixth-grade students at Denison Montessori, 75 percent had a composite score that was at or above grade level on the spring 1999 Iowa Test of Basic Skills. Throughout the rest of the district, the average Latino sixth grader scores were approximately two years below grade level.

EXPANDA SU MENTE Y LEA (CT)

Laurel Shader
The Fair Haven Community Health Center (FHCHC)
374 Grand Avenue
New Haven, CT 06513
(203) 777-7411 (203) 777-8506 fax

Mission: This program is an extension of the national Reach Out and Read program and encourages book-sharing activities between children and their parents.

Services: At each well child visit with the pediatrician, the child is given a new age-appropriate book in English or Spanish to take home. During the developmental assessment portion of the well child visit, the book is used to demonstrate gross and fine motor skills, attention, recognition of objects and expressive and receptive language skills. Complimenting this project, the FHCHC also has Project Shine, a program designed to enhance healthy child development and support working families by improving their access to quality care. Comprehensive services now include home visits, a child care resource room at FHCHC to serve as a lending library, and a phone advice line for child care providers to ask about health, safety, and child development.

Evidence of effectiveness: In a random survey of 62 families with young children who receive their health care at FHCHC, the center found that 33 percent of families owned no children's books at all. FHCHC is the sole source of health care in an isolated neighborhood of New Haven to over 10,000 patients with over 50,000 visits per year. Currently, 1,500 children five years and younger are served by Expanda Su Mente y Lea.

MIGRANT EDUCATION PROGRAM (FL)
Dade County Public Schools
Cipriano Garza, Director
311 N.E. 8th Street, Suite 106
Homestead, FL 33030
(305) 248-1650 (305) 248-7115 fax

Mission: Established in 1962, the Miami-Dade County Migrant Education Program is committed to improving the lives of migrant farmworker children. Through a Title I program, the Miami-Dade County Schools provides academic support services to over 3,200 children.

Services: The Early Childhood Learning Program provides pre-school services for eligible migrant children living in migrant housing centers. In 1997-1998, the program served 25 three-year-olds and 57 four-year-olds. Children were provided food services, health screening and extended day-care. Parental involvement in workshops, parent-teacher conferences and other school/community activities are crucial elements of the program.

Migrant Achievement Resource provides individually designed tutoring, homework assistance, and recreational and cultural activities for migrant students at local elementary schools. In addition, Migrant Advocacy and Peer Counseling Programs provide migrant students with individualized supplemental services for academic success, guidance, attendance, and extracurricular activities.

Migrant Academic Planning and Awareness meets the needs of migrant students in grades 6-12 through customized services, including personalized educational blueprints, limited pull-out tutorials, extended day tutorials, high school competency test tutorials, peer counseling, and seminars and workshops designed to teach students how to resolve conflict without violence and how to foster and maintain a positive attitude toward education and life-long learning.

The Migrant Education Consortium for Higher Achievement Program is a collaborative effort between the Miami-Dade Migrant Education Program, Barry University, and school districts in five states along the migrant stream of the eastern coast of the United States. The program promotes greater continuity of curriculum for migrant students across school districts and assists migrant students in achieving high academic standards through innovative uses of technology. One hundred students were randomly selected to participate in the program.

Evidence of effectiveness: The latest program evaluation from the Miami-Dade County Public Schools Office of Educational Accountability reveals that through these programs, student achievement, attendance and promotion rates increased as well as accrual of additional high school credits necessary for graduation and/or promotion. In addition, program outreach to parents of migrant students succeeded in increasing their level of involvement in their children's education.

EL VALOR (IL)
Vince Allocco, Executive Director
1850 West 21st Street
Chicago, IL 60608
(312) 666-4511 (312) 666-6677 (fax)

Mission: Established in 1973, El Valor's mission is to support and challenge urban families in their effort to achieve excellence and participate fully in community life. Programs exist to enrich and empower people with disabilities, the poor and the underserved.

Services: El Valor provides adult services to adults with disabilities and their families, and through its program Tocar El Futuro/Touch the Future, to children birth to age five. Tocar El Futuro helps create partnerships between Latino parents, community organizations, and the business sector to promote the healthy development and well-being of participating families. This program strives to enrich the lives of children in their earliest years and strengthen families by providing stimulating learning experiences and personal and educational enrichment opportunities. It is implemented through the Guadalupe Reyes Children and Family Center and its services are free of charge.

The early intervention component of Tocar el Futuro works to strengthen families with children birth to three years of age who have developmental disabilities. The program provides infant education, stimulation, physical therapy, as well as parental education, counseling and support. The prevention component provides early education, stimulation, and therapy to children birth to three years of age while helping parents become involved as their child's primary teacher. This program works with children and families who are at risk due to family or environmental circumstances.

Head Start helps children between three and five years of age to develop critical skills needed for a lifetime of learning. The full-day program works with children whose parents are working in adult education or training programs. Other services include parenting classes and an Early Intervention Support Group which help parents learn and develop better parenting skills and cope with the demands of their children.

Evidence of effectiveness: The early intervention program works with 240 children and families annually. The prevention component works with 90 children. Head Start serves 360 children. El Valor, in partnership with a team of volunteers from the advertising industry, has produced three public service announcements for Spanish language television and three radio and two print ads on early learning and parental involvement.

NATIONAL CENTER FOR LATINOS WITH DISABILITIES, INC. (IL)
Maria Elena Rodriguez-Sullivan, Executive Director
1921 S. Blue Island Avenue
Chicago, IL 60608
(312) 666-3393 (312) 666-1787 fax
Website: www.intraccess.com/~ncld

Mission: The National Center for Latinos with Disabilities (NCLD) was founded originally as Illinois Fiesta Educativa in 1984 by a group of concerned parents of children with disabilities and professionals who worked with them. By 1996, NCLD had expanded its unique range of services. Services are organized into advocacy and training. NCLD serves three constituencies: individuals with disabilities, their families and professionals who work with these individuals and families. NCLD also seeks to educate local businesses and institutions in both the English and Spanish speaking communities.

Services: The Center has a training academy that provides workshops, American Sign Language classes and presentations for parents and students with disabilities, school personnel, universities and social service agencies throughout Illinois. NCLD works toward equal participation of Latinos with disabilities in all aspects of society in an independent, productive and meaningful manner. The program provides information on the Americans with Disabilities Act, special education rights contained in the Individuals with Disabilities in Education Act, Section 504 of the Rehabilitation Act, self-esteem, peer advocacy, prevention of abuse and neglect, disability awareness and cultural sensitivity. NCLD also has a free leadership training program for persons with disabilities and parents of individuals with disabilities. Other services include: bilingual advocacy, parent support groups, an early intervention support group, an information and referral 1-800 toll free line, a lending library, deaf services and advocacy, and TTY distribution.

Evidence of effectiveness: A client satisfaction survey revealed an average overall rating for the advocacy services of 4.3 (on a scale where 1 = poor, 5 = excellent). The average rating for overall services of NCLD was 3.86.

ACADEMIA DEL PUEBLO / PROJECT SUCCESS (MN)
Hispanic Pre-College Project
Ramona de Rosales, Executive Director
University of St. Thomas
2115 Summit Avenue, ALB 103
St. Paul, MN 55105-1096
(651) 962-6340 (651) 962-6353 fax
Website: www.stthomas.edu/www.hpcp_http/index.htm

Mission: This project is a community-based youth enrichment program that works with targeted schools in the Twin Cities area and serves Latino "at-risk" first through eighth graders.

Services: Academia del Pueblo and Project Success are after-school and summer enrichment programs offered by the University of St. Thomas Hispanic Pre-College Project. They are designed to help students in first through eighth grades get a positive start in school and build an academic and personal foundation for success.

Academia del Pueblo aims to reduce early academic failure and increase retention among Hispanic students in the first through fifth grades by using teaching methods such as a language experience approach, work stations, and small group and hands-on activities. Project Success is designed to provide students in the sixth through eighth grades with career and cultural awareness, academic enrichment activities, homework assistance, personal development, motivation and skills to succeed in school. One of the program's goals is to direct students toward a future where college is possible.

Evidence of effectiveness: The Project serves 85 Latino students per year. Both Academia del Pueblo and Project Success focus on "hands-on" and "minds-on" activities in math and science. These programs have been shown to improve reading, writing and problem-solving skills, build self-esteem and self-confidence, and develop skills and habits that promote success in school, and promote cooperative learning. Instruction is provided in both English and Spanish.

MIGRANT EDUCATION EVEN START PROGRAM (PA)

Edgar Leon, Director
Hisela Perez, Coordinator
Lincoln Intermediate Unit, No. 12
52 Foth Alley
Gettysburg, PA 17325
(717) 334-0006 (717) 334-9608 fax

Mission: The goal of the program is to help migrant children experience success by ensuring that all those enrolled receive the educational services necessary to develop to their fullest potential. The program's vision is to develop life-long learners and productive citizens for the world community.

Services: The Migrant Education Even Start Program provides day care/preschool centers, summer school programs, migrant tutorial public school intervention, adult literacy, adult basic education, General Education Diploma, English as a Second Language, and employment training serving the child as well as the parent.

Evidence of effectiveness: An evaluation of the program indicates that the program is progressing towards attaining its goals. The programs' strengths include recruitment and enrollment, interagency cooperation to meet the educational needs of migrant families, the early childhood education component, and maintaining families' cultural identity and integrity via the program's bilingual/bicultural emphasis.

AVANCE FAMILY SUPPORT AND EDUCATION PROGRAM (TX)
Gloria Rodriguez, President and CEO
301 S. Frio Street, Suite 380
San Antonio, TX 78207
(201) 270-4360 (201) 270-4612 (fax)
Website: www.avance.org

Mission: AVANCE Family Support and Education Program, created in 1973, is a private, non-profit organization whose main purpose is to strengthen and support families.

Services: Direct services have formed the core of the Avance Intervention Model for hard-to-reach families. Among its core services is a center-based 9-month intensive parent education program serving low-income families with children under 2 ½ years of age. Parents attend weekly parenting classes, focusing on toy making, parenting skills, and awareness of community services. Other services include nutrition classes and monthly home visits to observe parent-child interactions. These services promote effective parenting leading to healthy child development, optimal progress, both socio-emotional and educational, of young children and enhancement of family support systems and parental self-esteem.

Evidence of effectiveness: A program evaluation by the Carnegie Corporation provided strong evidence of the effectiveness of AVANCE. Compared with a control group, mothers in AVANCE's program: provided a more organized, stimulating and responsive home environment; provided more developmentally appropriate toys; interacted more positively with their child; initiated more social interactions with their child; used more contingent praise; spent more time teaching their child; spoke more with their child; used more developmentally appropriate speech with their child; and were more encouraging of their child's verbalizations.

DESCUBRIENDO LA LECTURA/ READING RECOVERY (TX)
Yvonne Rodriguez, Chairperson
6900 Catalpa Trail
Plano, TX 75023
(972) 517-5275 (972) 527-2827 fax
Website: www.readingrecovery.org/rr/dll.htm

Mission: The intent of Descubriendo la Lectura (DLL) is to enable bilingual students to develop reading and writing strategies.

Services: This program serves mainly first-grade students receiving their initial literacy instruction in Spanish and who have demonstrated they are at risk of learning how to read and write in their native language. The program combines intensive daily one-to-one instruction for first-grade children most at risk of reading failure, with a year-long training course and continuing professional development for educators to learn and continue to explore, proven, research-based theory and procedures. A research/evaluation program monitors program results and provides support for educators and institutions and a long-range plan charts the course toward full implementation and literacy for all children.

Evidence of effectiveness: In the spring of 1997, a national study of former DLL students then in the second and third grades was conducted. The study concluded that 92 percent of former DLL students in the second grade and 93 percent of former DLL students in the third grade met or

exceeded the average "band" on Spanish Text Reading. A standardized Spanish reading measure (SABE-2 and SABE-3) showed that 75 percent of the second graders and 79 percent of the third graders met or exceeded the average band on the standardized Spanish reading measure.

HEAD START, REGION 19 (TX)

Blanca Enriquez, Director
11670 Chito Samaniego
El Paso, TX 79936
(915) 790-4610 (915) 790-4602 fax

Mission: Region 19 Education Service Center (ESC) Head Start strives to empower children, families and staff through lifelong learning and thus make a positive impact on themselves and the people around them. The program believes in adhering to high principles, and in cultivating the social, emotional, linguistic, educational, physical and mental development of those served. The organization values creativity and participatory decision making. It is a dynamic, evolving high-quality system, which fosters leadership and positive interdependence between the staff and collaborating partners.

Services: The program uses a state-adopted core curriculum and assessments such as the Denver II, Davis Observation Checklist of Texas, and Preschool Behavior Checklist. In addition, the program provides classroom volunteer training; a family development center which shares teaching General Education Diploma, English as a Second Language, and parenting classes; a Male Involvement Program that is designed to increase the number of male participants in the Head Start Program; and a career development component that trains parents for employment in child development, as administrative assistants and as certified drivers.

Evidence of effectiveness: In a customer survey conducted in March 1999, about 86 percent stated that they strongly agreed to recommending the Head Start program to others, and about 12 percent said they would agree to recommend the Head Start program to others.

PROJECT SEED (TX)

Hamid Ebrahimi, National Director
William Glee, Jr., Dallas Director
3414 Oak Grove Avenue
Dallas, TX 75204
(214) 954-4432 (214) 954-0507 fax
Website: www.cofc.edu/~wayne

Mission: To increase the number of minority and disadvantaged youth majoring in and pursuing careers in mathematics and related fields. It also strives to increase students' academic self-confidence, develop problem solving and critical thinking skills, and raise their mathematics achievement levels.

Services: Project SEED serves many minority and underrepresented students, including Latinos, and provides components of staff development, direct instruction, family involvement and parental involvement. Project SEED provides training to teachers from the elementary through secondary school and university levels in its instructional pedagogy and in advanced mathematics curricula. These highly trained mathematics specialists provide direct instruction in full-size classes of elementary or middle school students as a supplement to the students' regular

curriculum. The instructional methodology is a non-lecture, Socratic group discovery format designed to guide children to discover mathematical concepts by answering a carefully planned sequence of questions. Beyond this instruction, Project SEED activities include recognition and awards programs, workshops for parents on mathematics, problem solving and strategies to help students succeed, and participation in school-sponsored parent and community workshops. Project SEED develops its own curriculum for all direct instruction, teacher training, staff development, corporate training and family-community workshops.

Evidence of effectiveness: Repeated and consistent evaluation results show that Project SEED instruction has a powerful and positive effect on students at all levels and particularly in the upper elementary grades 4, 5, and 6. In studies conducted at a variety of Project SEED sites, research showed that students receiving a semester or more of Project SEED instruction scored significantly higher on standardized tests than did matched comparison students who did not receive SEED instruction. The effect of Project SEED instruction was persistent, as seen in SEED students scoring higher than comparison students on standardized tests for up to five years (the longest period that was tested) after the last exposure to Project SEED instruction. Students who had participated in the program also took more upper division mathematics courses in high school than did comparable students. Project SEED students were also retained (held back) in grade less than were the comparison students as they advanced through school. The program has also received validation through the Department of Education's National Diffusion Network's Program Effectiveness Panel.

SER Child Development Center (TX)

Alice Escobar, Director
1575 W. Mockingbird Lane, Suite 300
Dallas, TX 75235
(214) 637-8307 (214) 637-8313 fax

Mission: SER's mission is to provide bilingual, literacy-focused child development programs that prepare children for school and guide them toward success in primary and secondary education. SER serves low-income, minority children, 6 weeks to 5 years of age.

Services: This center provides degreed teachers and on-site in-depth training, parent-teacher conferences, screening for developmental delays, an immunization clinic, field trips, a United States Department of Agriculture nutrition program, vision and hearing screening, and senior volunteers.

Evidence of effectiveness: In the past two fiscal years, the center has served approximately 250 children each year.

Middle and High School Programs

MESA Program (AZ)

Arizona State University – College of Engineering and Applied Sciences
Office of Minority Engineering Programs
Mary Ann McCartney, Director
P.O. Box 875506
Tempe, AZ 85287-5506
(602) 965-4328 (602) 965-8398 fax
Website: www.eas.asu.edu/~omep/

Mission: The Mathematics-Engineering-Science-Achievement (MESA) Program and the Minority Engineering Program (MEP) at Arizona State University (ASU) provide a comprehensive approach for recruitment and retention of historically underrepresented groups in science, engineering and mathematics. Through a collaborative effort between industry, government, and the community, ASU implemented an effective matriculation plan, ensuring the academic and professional development of these students.

Services: This program offers Engineering Day at ASU, MESA Day, MESA liaisons for middle and high school teachers, the Engineering Summer Institute, the Federal Highway Administration Summer Transportation Institute, and the MEP Summer Bridge Program.

Evidence of effectiveness: The 1997 MEP Summer Bridge Program provided 39 students with room/board, classroom materials, and academic scholarships. Thirty-eight of the 39 participants are currently enrolled in the College of Engineering and Applied Sciences (CEAS). The first-year retention rate of the original 43 students from summer 1996 is 88.4 percent within the university and 76.7 percent within CEAS. The retention rate for all students in the college is 77.3 percent and 66.2 percent within CEAS.

Youth Leadership Conference (AZ)

League of Latin American United Citizens (LULAC) – Arizona Chapter
Ricardo Fimbres, Arizona State Director
P.O. Box 2443
Tucson, AZ 85702
(520) 740-5807 (520) 792-6388 fax

Mission: LULAC is a non-profit educational organization dedicated to advancing the education of Hispanic and disadvantaged youth in southern Arizona.

Services: LULAC works well with both businesses and government to initiate educational programs in Arizona. LULAC's Annual Youth Leadership Conference is designed to motivate sixth through twelfth graders to stay in school and develop their skills by providing them with the opportunity to observe, analyze, and become directly involved with social, economic and political issues, and the leaders that deal with these issues. The conference brings together the community to work on major issues of importance, such as targeted school dropouts and high school graduation rates. The conference also helps students realize that the key to success is through education and that they need to stay in school.

Evidence of effectiveness: Over the past ten years, LULAC has had over 34,000 sixth through twelfth graders participate in their Annual Youth Leadership Conference. In 1994, LULAC received the Metropolitan Education Commission's (MEC) prestigious Crystal Apple Award for this conference, as well as recognition from the city of Tucson and its school district.

AVID (CA)

Achievement Via Individual Determination (AVID) Center
2490 Heritage Park Row
San Diego, CA 92110
(619) 682-5057 (619) 682-5060 fax
Website: www.avidcenter.org

Mission: AVID is a nationally recognized program designed to give students who ordinarily would not be in rigorous, academic, college-preparatory classes the opportunity to take such classes and the support to succeed in them.

Services: AVID students are recruited for the program at the middle and high school levels. They are then enrolled in a college preparatory sequence and in an elective section of AVID, through which students are given the academic and motivational support to succeed. Within AVID, students are coached by college tutors and work in collaborative groups using a curriculum focusing on writing and inquiry. Non-tutorial days are devoted to an across-the-curriculum writing sequence and grade-level study skills in preparation for college entrance and placement exams.

Evidence of effectiveness: This program began with one group of students in 1980. It is currently being implemented in all 57 public high schools in San Diego County, along with 65 middle schools and some elementary schools. The state of California has over 400 AVID programs and over 700 schools in 13 states, as well as in Europe and Asia, are adopting it. Currently, 87 percent of AVID graduates from San Diego County enrolling at San Diego State University pass the writing portion of the college placement exam. (The overall-passing rate in the college placement exam is only about 50 percent.)

CHICANO LATINO YOUTH LEADERSHIP PROJECT (CA)

Daniel Hernandez, Executive Director
P.O. Box 161566
Sacramento, CA 95816
(916) 446-1640 (916) 446-2899 fax
Website: www.assembly.ca.gov/latinocaucus

Mission: The Chicano Latino Youth Leadership Project, Inc.'s (CLYLP) primary purpose is to prepare students (Latino eleventh and twelfth graders) to more fully participate in California's economic, social and political development in the 21st century and beyond. Goals and objectives are to: strengthen the student's knowledge of state government and politics; emphasize the importance of cultural and family values; inspire students to realize their educational and professional potential through individual and group interactions with business, community and political leaders; encourage students to pursue postsecondary educational opportunities by providing them information on public/private institutions of higher education.

Services: This project offers a weeklong leadership training program at California State University, Sacramento during the summer. Each year 120 students are selected to participate by the project organizing committee. The selection criteria are based on letters of recommendation, grade point averages, community and school service, three written essays and overall demonstrated leadership potential. There is no cost to the students or their parents for participating.

Evidence of effectiveness: Since its inception in 1982, the CLYLP has successfully offered a weeklong intensive leadership training conference in Sacramento to over two thousand students. Eighty percent of the participants have gone on to higher education.

PASSPORT TO COLLEGE (CA)

Amy Cardullo, Assistant Director
Riverside Community College Foundation
4800 Magnolia Avenue
Riverside, CA 92506
(909) 222-8626 (909) 222-8670 fax

Mission: Passport to College is a collaboration of Riverside Community College (RCC), the Riverside County Office of Education and six area unified school districts which, with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Services: This program provides campus tours; classroom presentations; teacher training workshops; parent meetings; financial aid workshops; mentors; college guaranteed admission to 11,500 participants who graduate from high school; and two years of tuition and fee assistance to those who successfully complete the program and enroll at RCC.

Evidence of effectiveness: Initiated in 1996, the program now targets 11,500 students.

UPWARD BOUND – COLORADO STATE UNIVERSITY (CO)

Center for Educational Access and Outreach
Division of Student Affairs
Maria Escobar
304 Student Services
Fort Collins, CO 80523
(970) 491-6473 (970) 491-1077 fax

Mission: This program seeks to generate the skills and motivation necessary for success in completing high school and enrolling in postsecondary education, and to encourage youths to enroll in postsecondary education and graduate.

Services: This program serves low-income and potential first-generation college students, of whom 59.3 percent are Hispanic. Services include weekly academic, personal and college prep advising; after-school study sessions; college visitations; home visits; a leadership conference; a six-week academic program; and a variety of cultural experiences.

Evidence of effectiveness: For the past five years, 100 percent of Upward Bound seniors have graduated; 85-100 percent enrolled in college, of which 75-85 percent have remained in college.

HERMANITAS PROJECT (DC)

Elisa Sanchez
MANA
1725 K Street, N.W., Suite 501
Washington, D.C. 20006
(202) 833-0060 (202) 496-0588 fax

Mission: This project's mission is to empower Latina youth through education, leadership development, cultural enrichment and community action. The program goals are to promote educational achievement and personal enrichment, develop leadership qualities and skills, promote cultural identity, respect, pride and multicultural awareness, and promote community involvement.

Services: The program offers a weeklong Summer Institute in Washington, D.C., local leadership activities and workshops.

Evidence of effectiveness: There are nine Hermanitas projects around the country. The organization recently received the support of the Girl Scouts.

STEM INSTITUTE/ SAT/ SOAR (DC)

Center for the Advancement of Hispanics in Science and Engineering Education
Charles Vela, Executive Director
The George Washington University
707 22nd Street, N.W. Room 105
Washington, D.C. 20052
(202) 994-6529 (202) 994-2459 fax

Mission: The center seeks to ensure that talented Latino science and engineering students achieve academic excellence and professional success through its pipeline of rigorous academic programs, leadership training, networking and other support activities during the students' pre-college, undergraduate and graduate years.

Services: STEM Institute is for eighth through eleventh graders. The goal of the STEM Institute is to provide gifted Hispanic and other underrepresented minority pre-college students with a rigorous and nurturing academic environment. It imbues pre-college students with high academic expectations, psychologically preparing them to pursue careers and advanced degrees in science, mathematics and engineering.

The SAT/ SOAR Program is for tenth and eleventh graders. This program maintains continuity with workshops and seminars for high school participants of the STEM Institute.

Evidence of effectiveness: According to the 1998 Executive Summary, 41 students participated in the SAT/SOAR program (19 sophomores, 22 juniors). Students scored at or above the national average for high school seniors on the SAT test. As the program is only open to sophomores and juniors, their expected senior scores are 60 percent above 1200, 45 percent over 1300, 30 percent

over 1400, and 15 percent over 1500. In 1998, STEM classes offered were college algebra and topology, chemistry and physics, probability and statistics and vector mechanics, calculus and C-programming. The average student performance was 82 percent. This would constitute a B performance at a college or university, and therefore is a very high performance given that the participants range from eighth through eleventh graders.

S.T.A.R.S/H.O.P.E (FL)

Scholarship Tuition for At-Risk Students/
Hispanic Opportunity Program for Education
Lourdes M. Perez
627 S.W. 27th Avenue
Miami, FL 33135
(305) 237-6124 (305) 237-6123 (fax)

Mission: The goal of the S.T.A.R.S./H.O.P.E. partnership is to increase the rate of high school completion of at-risk Hispanic students and their completing a two-year college degree.

Services: The program works with three high schools and provides 100 at-risk students with two years of tuition to attend Miami-Dade Community College (M-DCC). Students are selected for the scholarship in their sophomore year of high school as an incentive to remain in school and go to M-DCC for two years. They are required to maintain good attendance and conduct, as well as a 2.9 cumulative grade point average in the last two years of high school and at M-DCC.

Evidence of effectiveness: In 1994, 221 students were selected for the program and, in 1998, 170 were still in school. The program has a retention rate of over 75 percent.

LEARNING TO LEAD (IL)

The Hispanic Program for Educational Advancement
Western Illinois University
Carol Fimmen, Director
1 University Circle
Macomb, IL 61455
(309) 298-2924 (309) 298-2226 fax
Website: www.wiu.edu/users/micce

Mission: Learning to Lead is a comprehensive summer institute designed to develop and nurture the leadership skills of students and prepare them for the leadership roles they will be expected to fill. The program promotes and fosters the development of a new generation of leaders within the rapidly changing social and economic environment of the United States.

Services: The Hispanic Program was implemented as an academic support program with the purpose of increasing the number and academic success of Hispanic students in postsecondary education. Its primary purpose is to generate the necessary skills and motivation to help prospective students gain access to institutions of higher education. The Learning to Lead program was developed to increase the leadership potential of Hispanic students. The program targets Hispanic students enrolled at Western Illinois University, Black Hawk College, Sauk Valley Community College, and Rock Valley College.

Evidence of effectiveness: Total Hispanic student enrollment at Western Illinois University (WIU) has increased dramatically since the Hispanic Program was implemented in fall 1989. Persistence figures for spring 1999 of 88.9 percent show an improvement over the second highest level seen in 1998 of 87.9 percent. The number of Hispanic students graduating from WIU since the Hispanic Program was implemented has increased 190 percent. Hispanic enrollment in Black Hawk College Adult Education, General Education Diploma and English as a Second Language programs increased by 62 percent from 1990/91 to 1998/99. Other statistics and totals are available.

NOSOTRAS VIVIREMOS (MA)

National Coalition of Advocates for Students
Rosie Muñoz-López, Project Director
100 Boylston Street, Suite 737
Boston, MA 02116
(617) 357-8507 (617) 357-9549 fax
Website: www.igc.org/ncas/nosvivir.htm

Mission: Nosotras Viviremos is a theory-based, culturally competent, age-appropriate and gender-sensitive HIV/AIDS prevention training curriculum for Latina farmworker youth (ages 13-18) and their mothers and/or mentors. This curriculum was designed for use in non-school settings by community-based organization staff interested in working with female farmworkers.

Services: The program combines culturally and linguistically appropriate training experience with holistic and developmentally appropriate HIV prevention and sexuality education to build and strengthen the capacity of community-based farmworker organizations with a focus on behavioral outcomes.

Evidence of effectiveness: A third-party evaluation report states that the project accomplished all of the objectives that were supported in their approved budget. The program is currently in the second year of a five-year cooperative agreement with the Centers for Disease Control and Prevention's Division of School and Adolescent Health.

BROTHERHOOD/SISTER SOL (NY)

Khary Lazarre-White, Co-Director
Jason Warwil, Co-Director
Susan Wilcox, Co-Director
Box 11 Teachers College
Columbia University
New York, NY 10027
(212) 678-3828 (212) 678-3297 fax

Mission: Brotherhood/Sister Sol brings together youth as a means to foster understanding and strengthen the essential bonds between men and women, bonds necessary for bringing about social change in communities. The program predominately serves African American and Latino youth.

Services: The program provides an afterschool program; job opportunities; internships; wilderness retreats; summer camps; tutoring; and legal representation. Three publications are produced: *Reality Check*, a tri-annual newsletter highlighting youth, their activities and the work of other grassroots organizations; *The Grapevine*, a directory of community-based organizations throughout New York City offering a wide range of youth services and programming; and *The Brotherhood/Sister Sol Speaks*, a periodic journal showcasing the creative voices of youth.

Evidence of effectiveness: Members, parents and school partners have provided great support for the program and efforts are continuously made to adapt the program to meeting the needs of youth.

EAST HARLEM TUTORIAL PROGRAM (NY)
Carmen Vega-Rivera, Executive Director
2050 Second Avenue
New York, NY 10029
(212) 831-0650 (212) 289-7967 fax

Mission: To enhance the knowledge, skills and interests of children and youth, and to foster their love of learning.

Services: The program provides an after-school program (with one-to-one tutoring), an arts workshop, several youth leadership development programs (Tutorial Internship Program, Young Adolescent Program), a summer day camp, a Media/Technology Education Program, and social work services. East Harlem Tutorial's primary and largest program is the After-School Tutorial. This program offers individual tutoring in literacy building, math, science, computers, arts and personal growth, as well as homework assistance and career mentoring.

Evidence of effectiveness: Each child in the program had an intake interview and an individual student plan (ISP) was developed with measurable goals and objectives. An independent human resources evaluation firm tabulated the results which showed that 82 percent of all ISP goals assigned were achieved or significant progress made.

EL PUENTE (NY)
Luis Garden Acosta, Director
211 South 4th Street
Brooklyn, NY 11211
(718) 387-0404 (718) 387-6816 fax

Mission: El Puente is committed to inspire and nurture leadership for peace, justice and human rights through youth and community development.

Services: El Puente Academy for Peace and Justice is the first public high school for human rights. El Puente has a family health clinic, a comprehensive Latino/multicultural arts center and other programs in leadership, conservation, environmental justice, public health, community arts development and pre-professional multi-arts training.

Evidence of effectiveness: The program has provided after-school programs for over 17 years. There are 300 members at its locations in Brooklyn, Williamsburg and Bushwick. Its members and leaders are continuously in the forefront of issues affecting their community and the world.

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ENGINEERING VANGUARD PROGRAM (NY)
National Action Council for Minorities in Engineering, Inc. (NACME)
Hugo Ramirez, Director
Empire State Building
350 Fifth Avenue, Suite 2212
New York, NY 10118
(202) 279-2626 (202) 629-5178 fax
Website: www.nacme.org

Mission: The Engineering Vanguard Program is a groundbreaking high school-to-university initiative that targets and recruits students from underserved communities, and provides intense academic preparation and full tuition and housing scholarships at selected universities.

Services: Using a non-traditional assessment process, the program identifies seniors who are likely to be overlooked by student recruitment practices at engineering schools, but who possess the skills, motivation and interest to be successful in top-tier engineering education environments. Once identified, students participate in intense academic preparation programs that integrate math and science knowledge and immerse students in the culture of engineering delivered by a carefully chosen cadre of university faculty members. Selected Vanguard scholars are offered scholarships to participating universities.

Evidence of effectiveness: NACME was the recipient of The Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring, as well the U.S. Department of Labor's EPIC Award for Exemplary Public Interest Contribution. Since 1980, NACME scholarship programs have produced nearly 10 percent of all minority engineering graduates. The Engineering Vanguard Program reaches 20 high schools in New Jersey, New York and Texas. Their retention rate is 98 percent, with many students achieving a grade point average of 3.0 or better.

GRAND STREET SETTLEMENT, INC. (NY)
Margarita Rosa, Esq., Executive Director
80 Pitt Street
New York, NY 10002
(212) 674-1740 (212) 358-0025 (fax)

Mission: Founded in 1916, the Grand Street Settlement is dedicated to providing effective and culturally sensitive services to the residents in the Lower East Side of New York City. The agency provides a comprehensive array of services for some 5,000 area residents annually—from toddlers in Early Head Start and Day Care to older adults.

Services: Grand Street Settlement provides quality youth development and prevention programs that help at-risk students avoid risk behavior, remain and do well in school, and engage in safe constructive, and enriching activities that will help them prepare for successful futures. Between 80 and 85 percent of the youth served by the agency's programs are Latinos (from Puerto Rico and the Dominican Republic, Central and South America). Grand Street's services for young people include Project Team, an attendance improvement and dropout prevention program. This project provides intensive support services in local elementary and junior high schools, boosting school attendance and improving student academic performance. The dropout prevention in high schools project serves students in three high schools, Seward Park in Manhattan and Bushwick and Automotive High schools in Brooklyn, by providing counseling, tutoring and support services. The Lower East Side Action Plan (LEAP) is another dropout prevention and after-

school academic enrichment and summer employment initiative which serves 70 youths year-round.

El Puente also provides health care programs for youth, such as the Bushwick Teen Mothers Project and a HIV/AIDS Peer Education Initiative. Grand Street Settlement also has adolescent educational and social development programs, such as the Girls and Young Women's Initiative (GYWI) which provides more than 100 girls and young women with services and projects to help cultivate their strengths, talents, and career goals, and the Progressive Adolescent Vocational Exploration Program, which helps 35 youths broaden their knowledge of career opportunities.

As part of its community/family programs, the Grand Settlement has the High Road Beacon Center. The center provides a safe haven in a drug-free zone and a comprehensive array of community-based, family-focused services that empower youth and adults to develop their strengths and skills and to become economically and socially self-sufficient. Activities include: Careers in Training; Tutoring; Pregnancy Prevention Service Initiative; Safe Passage/After-School Program; Programs for Parents; Parent and Child Therapy; Leadership Development Clubs; Community Change for Youth Development; and Male Rap Sessions.

Evidence of effectiveness: The Attendance Improvement/Dropout Prevention program services 300 participants each year. The Dropout Prevention in High Schools serves about 450 individuals. The High Road Beacon Center serves 2,000 youths and adults each year.

JUST US, INC. (NY)
Edward Auerbach, Executive Director
87 East 116th Street, 3rd Floor
New York, NY 10029
(212) 831-3980 (212) 987-1625 fax

Mission: Primarily, Just Us reaches out to youth in East Harlem.

Services: Just Us, Inc. runs three projects: the ACHIEVE Project, designed for out-of-school youth (ages 16-21); the Community Achievement Program (CAP) which provides individual and group counseling for children who have been designated as "at risk" due to excessive absences, and reading remediation for students within the context of an Extended School Day component; and the Hospitals Career Program which provides youth ages 16-18 with the opportunity for part-time employment at Mount Sinai and Metropolitan Hospitals, with weekly seminars.

Evidence of effectiveness: In 1997-98, 66 percent of participants in the CAP Program improved reading proficiency by 10 or more percentile points and 15 percent improved by at least one percentile point. In 1997, Just Us, Inc. was presented with a Community Service Award from United Way.

STATEWIDE SYSTEMIC INITIATIVE (PR) [PR-SSI]

Manuel Gomez
University of Puerto Rico – Rio Piedras
Resource Center for Science and Engineering
Facundo Bueso Building, 3rd Floor, Office 304
P.O. Box 2334
San Juan, PR 00931-3334
(787) 765-5170 (787) 756-7717 fax

Mission: The vision of PR-SSI is that all students, regardless of socio-economic backgrounds, deserve a high-quality science and mathematics education. PR-SSI is an alliance between the Puerto Rico Department of Education and the Resource Center for Science and Engineering of the University of Puerto Rico, and the community at large. This alliance was established to transform the teaching and learning of science and mathematics in Puerto Rico.

Services: The PR-SSI follows a two-prong approach to transform science and mathematics education at the school level: Whole-School Based (WSBS) and Non-School Based (NSB) Strategies. This approach is designed to transform the K-12 education system. These pedagogical strategies are based on the latest trends in education research and are used to address the standards-based curricula. The PR-SSI is currently being implemented in 25 percent of the public schools of Puerto Rico.

Evidence of effectiveness: Working with the school as a unit of change, the PR-SSI has demonstrated significant gains in student achievement through an adaptation of the National Assessment of Educational Progress administered in 1994 as well as through other indicators. An analysis of the College Entrance Examination Board's scores showed that students who had participated in the reform outperformed their public and private counterparts in mathematics and verbal sections of the test.

COMMUNITIES IN SCHOOLS – UPWARD BOUND PROGRAM (TX)

Maria Luisa Villarreal, Program Director
1850 Grandstand Drive
San Antonio, TX 78238
(210) 520-8440 (210) 520-1104 fax

Mission: The program was designed to improve academic success at the high school level and ensure that participants enroll in and successfully complete postsecondary education.

Services: This program provides tutoring, counseling, guidance, Saturday classes in Algebra I and II, Pre-Calculus and Calculus, and science courses. Workshops are provided for taking the PSAT, ACT, and SAT tests.

Evidence of effectiveness: Statistics show that the program has an average annual high school graduation rate of 98 percent. Of those graduating, over 90 percent attend college and receive more than $89,000 annually in scholarships and financial aid. The program serves 70 eligible students per year.

GONZALO GARZA INDEPENDENCE HIGH SCHOOL (TX)
Victoria Baldwin, Principal
1600 Chicon Street
Austin, TX 78702
(512) 414-8600 (512) 414-8610 fax

Mission: Gonzalo Garza is designed to be an alternative to the traditional high school for students who may not have had successful educational experiences in the past.

Services: The school is small (300 students) and provides individualized instruction, a flexible schedule, individualized career planning, a hands-on technology program, and other student supportive programs. Garza is not a General Education Diploma program, but a full diploma program. It operates on an open enrollment and open exit alternative high school model.

Evidence of effectiveness: In its first 23 weeks of operation, 49 students met graduation requirements.

LORENZO DE ZAVALA YOUTH LEGISLATIVE SESSION (TX)
National Hispanic Institute
Gloria de Leon, Executive Vice President
P.O. Box 220
Maxwell, TX 78656
(512) 357-6137 (512) 357-2206 fax
Website: www.xnetworks.com/nhinet/ldz.html

Mission: The National Hispanic Institute (NHI) helps Latino youth develop advanced skills in community problem solving through specialized training in areas of critical/analytical thinking, writing, networking, team work and public speaking.

Services: The NHI programs include the Lorenzo de Zavala Youth Legislative Session (LDZ), an eight-day leadership experience that uses a mock youth government to introduce participants to the intellectual, psychological, emotional, and organizational requirements of leadership. The LDZ takes place during the summer months at five university campuses. Other NHI programs include: Young Leaders Conference, Collegiate World Series, Mexico Language Program, John F. Lopez Fellowship, Collegiate Leadership Network, and National Conference of Community Leadership Councils.

Evidence of effectiveness: Over 99 percent of all current LDZ students enroll in college. Last summer, 789 students attended the LDZ projects.

STUDENT LEARNING AND GUIDANCE CENTER (TX) [SLGC]
Corpus Christi Independent School District
Dr. Dawn E. Dorsey, Principal
2944 Cactus Street
Corpus Christi, TX 78415
(512) 878-1480 (512) 878-1437 fax

Mission: The center's mission is to work with extremely challenging youth and to provide a program that will work with the whole child and his or her family.

Services: This center serves as an alternative education center for elementary, middle school, and high school students who have been removed from their home campuses for disciplinary reasons. Services are provided to almost 1,000 students per year and 90 percent of the students are Hispanic. Academics are stressed as well as the behavioral and emotional needs of the students.

Evidence of effectiveness: To date, 95 percent of the students completing the 1998-99 program have been successful at their home schools. Over 92 percent of the Hispanic students completing the program have also been successful. A four-year longitudinal evaluation of this program shows a marked decrease of students being referred to the Student Learning Guidance Center, especially at the middle school level. In addition, there has been an 11 percent increase in students remaining at their home school after successfully completing their SLGC assignment.

TEXPREP (TX)
Manuel P. Berriozabal, Coordinator
University of Texas at San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249-0661
(210) 458-4496 (210) 458-4500 fax

Mission: TexPrep was begun in 1979, initially called San AntonioPREP, and served about 50 students in a rigorous 8-week summer pre-engineering program on the University of Texas at San Antonio campus. The program stresses abstract reasoning skills, problem-solving skills, and career opportunities in engineering and science, as well as in other fields. Program assistant mentors are a cornerstone of the program. They are undergraduates in engineering and science, and many are former PREP students.

In 1997, TexPREP's 20 programs in 11 locations served nearly 2,700 students, particularly of middle school age. Of the nearly 14,000 students who have taken at least one summer of PREP since 1979, 80 percent have been minority, 53 percent have been women, and over 50 percent are at risk. During the summer of 1998, TexPREP was replicated on the sites of eight collegiate, Hispanic-serving sites outside of Texas and across the country.

Evidence of effectiveness: The high school graduation rate is 99.9 percent; the college-attending rate is 92 percent, and the college graduation rate is 87 percent. Fifty-six percent of the college graduates have majored in science or engineering.

UPWARD BOUND – UNIVERSITY OF TEXAS AT EL PASO (TX)

Sandra Braham, Assistant Vice President for Outreach Programs
500 W. University
El Paso, TX 79968
(915) 747-5149 (915) 747-8060 fax

Mission: Upward Bound's mission is to generate in program participants the skill and motivation necessary to complete a program of secondary education and to enter and succeed in post-secondary education and graduate.

Services: This program serves low-income, potential first-generation college students, 93 percent of whom are Hispanic. All-day academic classes are given at the university, three Saturdays per month, from September through May, and daily for six weeks in the summer months. In addition, classes are given in foreign languages, computers and career curriculum clusters. Juniors and seniors participate in a regional college tour to visit up to six colleges and universities. The participants commit to Upward Bound for three to four years.

Evidence of effectiveness: 1996 graduates—91 percent remain in college; 1997 graduates—78 percent remain in college and 9 percent in the military; 1998 graduates—81 percent remain in college and 13 percent in the military.

K-12 Programs

MIGRANT EDUCATION PROGRAM – REGION XVI (CA)

Raul Diaz, Director
901 Blanco Circle
Salinas, CA 93912
(831) 755-6402 (831) 422-8230 fax

Mission: The Migrant Education Program, Region XVI, in partnership with schools, local community agencies and families, promotes quality supplemental services to meet the unique educational, social and health needs of migrant students to enhance success in school.

Services: Region XVI provides a variety of services, including: Migrant Education Even Start (MEES) for children ages 0 – 7; Yo Puedo, a four-week summer residential program for high school students at the University of California, Santa Cruz (USCS); Avance, a four-week summer residential program for overage middle school students; Math Scholars at Cal State University, Fresno, a program for high school freshmen focusing on passing math subjects and providing English writing and study skills; and outdoor education programs for middle school students. Other services provided include referral and support for high school students to attend summer residential programs at colleges and universities throughout the country, Close Up for New Americans in Washington, D.C., a General Education Diploma Institute, an English as a Second Language Institute at Cal State University Monterey Bay, health screenings, and book distributions.

Evidence of effectiveness: MEES operates in 14 school districts, serving over 650 students and about 730 parents in 1998. The various summer residential programs serve over 150 students. The Outdoor Education programs serve 307 students.

PUENTE LEARNING CENTER (CA)

Sister Jennie Lechtenberg, Executive Director
Puente Learning Center
501 S. Boyle Avenue
Los Angeles, CA 90033
(323) 780-5312 (323) 780-0359 fax

Mission: PUENTE (People United to Enrich the Neighborhood Through Education) Learning Center is a non-sectarian, non-profit educational organization that offers individuals of every age and backgroundss a learning experience and empowers them with lifelong productivity. PUENTE's blend of traditional classroom instruction and computer technology provides tuition-free educational opportunities for people limited by low literacy, poverty, and inadequate English language skills.

Services: PUENTE offers services, including English as a Second Language, individualized instruction, reading improvement, Spanish literacy classes, power of speech classes, and computer applications. It also has youth programs, including pre-school readiness, after-school enrichment, high school tutorial, and effective parenting classes. In addition, PUENTE offers job training services, such as business English and math and computer applications as well as job referral services.

Evidence of effectiveness: PUENTE was selected as an exhibitor in the Technology Showcase of the President's Summit for America's Future. First Lady Hillary Clinton visited PUENTE in 1996.

PROYECTO EDUCAR / AMIGOS DE LA COMUNIDAD (CO)
Latin American Research and Service Agency (LARASA)
Luci Aandahl, Program Director
309 West First Avenue
Denver, CO 80223
(303) 722-5150 (303) 722-5118 fax
Website: www.larasa.org

Mission: LARASA is committed to leading and influencing change to improve the quality of life for Latinos in Colorado by addressing disparities in academic achievement and parental involvement.

Services: Proyecto Educar offers a comprehensive curriculum on delivering culturally competent teaching methods to Latino students through its Cultural Competency Training Institute for Educators. The training provides educators with demographic information pertaining to Latinos, information on Latino risk factors and barriers to education, information on cultural values and beliefs affecting educational attainment, and techniques for bridging the gaps inherent in educating the Latino student.

Amigos de la Comunidad is designed to be a replicable neighborhood support and parent leadership development project for the Latino community. It currently targets the low educational achievement of youth by providing leadership and educational opportunities to parents in their neighborhoods. Program activities include: Community Walk, Breakfast Forums with the Principal, Family Nights, Parent Leadership Training, and Ancianos.

Evidence of effectiveness: Approximately 1,700 individuals were involved with the Amigo's programs in 1998.

ASPIRA OF FLORIDA (FL)
Raúl Martinez, President/CEO
3650 N. Miami Avenue
Miami, FL 33137
(305) 576-1512 (305) 576-0810 fax

Mission: ASPIRA of Florida, Inc. is a community-based organization dedicated to youth leadership development. Its mission is to empower the Puerto Rican and Latino communities through education and the leadership development of their youth.

Services: ASPIRA of Florida is currently in its 15th year of providing community-based guidance, counseling and leadership development opportunities to educationally at-risk youth. Services are conducted through the ASPIRA Club System and facilitated by an ASPIRA counselor. Utilizing a school and community-based approach, club meetings are held on a weekly basis. Curriculum instruction includes an educational and skills development component as well

as individual academic and personal advisement. Students are identified and recruited directly from school computer profiles of potential dropouts, as well as from school counselors, teachers, parents, juvenile courts and fellow peers. ASPIRA has also developed program initiatives in the areas of youth gang avoidance, drug prevention, alternative middle school education, community service, and mentoring opportunities.

Evidence of effectiveness: In 1994-1995, ASPIRA recruited 1,261 educationally at-risk students from 27 school and community-based outreach clubs; 98.7 percent were encouraged to stay in school and did not drop out; 64 of the 69 graduating seniors and 30 of 40 out-of-school graduates were enrolled at postsecondary institutions.

For program year 1996-97, a total of 1,599 educationally at risk students were recruited from 34 schools and communities in Dade, Broward, and Palm Beach Counties. Of these students, 94 percent were encouraged to stay in school and not drop out. Of the 92 high school seniors recruited, 97 percent graduated. Of the 89 high school graduates, 96 percent enrolled at post-secondary institutions. In addition, Accolade and Accolade South, the ASPIRA Alternative Middle Schools, had a 94 percent daily attendance. Accolade students increased on average one to two grade levels in standardized reading and math tests.

AHORA Program (MA)

Concilio Hispano de Cambridge
Sylvia Saavedra-Keber, Executive Director
Alexandra Lozada, Coordinator
459 Broadway Street, Room A-106
Cambridge, MA 02138
(617) 864-0980
Website: www.shore.net/~concilio/hispano

Mission: Concilio Hispano is a non-profit community organization dedicated to social change, economic health and self-sufficiency, and the promotion of democratic participation. AHORA is a bilingual/ bicultural youth enrichment program geared toward Latino youth at Cambridge Rindge and Latin School (CRLS) and in the Cambridge community. AHORA fosters academic achievement, develops leadership and a sense of community, enriches cultural awareness and promotes a positive self-image among Latino/Hispanic youth.

Services: AHORA's goal is to help Latino(a) youth to realize their potential by meeting the following objectives: completing their studies at the high school level; going on to higher education; preventing the use and abuse of alcohol, tobacco and other drugs as well as early parenting; staying in school at all costs when one is pregnant or parenting; seeking adequate services when faced with barriers to academic success; and feeling positive about themselves. Services include: tutoring and mentorship; educational, sports, recreational and cultural events; individual and group counseling; advocacy to ensure adequate academic placement of students; direct communication with Latino parents regarding AHORA's services and their children's performance; and facilitating communication between the CRLS staff and administration and the Latino families.

Evidence of effectiveness: Concilio Hispano serves over 3,000 clients each year, providing vital educational and support services to a culturally diverse Latino population, ranging from teens to elders with varying levels of integration, education and literacy.

YOUTH CENTER (MI)
Latino Family Services
Amanda Caballero, Executive Director
3815 W. Fort Street
Detroit, MI 48216
(313) 841-7380 (313) 841-3730 fax
Website: www.comnet.org/local/orgs/latino

Mission: Latino Family Services, Inc. (LFS) is a community agency that provides and coordinates comprehensive human services to the residents of Wayne County with a particular emphasis on its Latino residents. These services will enhance the quality of life for children, youth, adults, families and the developmentally disabled. LFS will provide these services in a culturally competent manner.

Services: The youth programs are designed to build confidence and give recreational outlets to participants. Services include an After-School Prevention Program (for elementary and middle school children and teens), a Survival School (for youth ages 11-17 who have either been pushed out or have chosen to leave school), a Summer Program, and Summer Youth Employment. All services are bilingual (English/Spanish).

Evidence of effectiveness: The center collaborates with the University of Michigan and area businesses. It is an affiliate of the National Council of La Raza.

ASPIRA, INC. OF NEW JERSEY (NJ)
William Colon, Executive Director
390 Broad Street
Newark, NJ 07104
(201) 484-7554
Website: www.aspira.org

Mission: ASPIRA, Inc. of New Jersey is a community-based organization providing leadership and counseling to Puerto Rican, Latino and other minority youth in urban centers throughout the state.

Services: Among its many services, the program gives students the encouragement and mentoring that inspires them to strive toward the highest possible levels of education, effective leadership, and commitment to their community.

Evidence of effectiveness: Founded in 1968, ASPIRA has since helped over 30,000 low-income minority youths complete high school and go on to postsecondary education.

ALLIANCE SCHOOLS (TX)
Ernesto Cortes
1106 Clayton Lane, Suite 120W
Austin, TX 70723
(512) 459-6558 (512) 459-6551 fax

Mission: The goal is school improvement through the creation of a space in which community leaders, parents, teachers, administrators, business leaders, and elected officials can engage each other in serious conversations about issues impacting their children.

Services: The Alliance Schools create after-school enrichment programs and summer programs. The Industrial Areas Foundation addresses disparities in educational achievement and includes components of parental involvement to serve low-achieving schools.

Evidence of effectiveness: When Texas A&M staff evaluated programs in Austin, they discovered that 96 percent of the parents and teachers involved would "strongly recommend" the program to other parents. Over 90 percent of the children who participated indicated that they would like to sign up for after-school classes the following year. Most of the Alliance Schools have waiting lists for students who want to participate in the after-school programs.

HOSTS CORP. - HELP ONE STUDENT TO SUCCEED (TX)
Chad Woolery, Chief Executive Officer
1349 Empire Central Drive
Suite 520
Dallas, TX 75247
(214) 905-1308 (214) 905-1176 fax

Mission: Help One Student To Succeed (HOSTS) is the nation's largest and oldest academic structured mentoring program. It helps schools create tutoring programs for at-risk students using a mentoring approach.

Services: HOSTS matches students with trained business and community volunteer mentors as well as cross-age mentors. The program serves low-achieving students K through 12, who need assistance in language arts, math, Spanish language arts, or readiness.

Evidence of effectiveness: Students in HOSTS structured mentoring program have consistently demonstrated academic gains of 2.0 grade levels for every nine months in the program. During its 29-year history, HOSTS has served over 500,000 students and is used in over 1,200 HOSTS sites in 42 states, the District of Columbia and El Salvador. This program is for-profit.

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION (TX)
Dr. Maria "Cuca" Robledo Montecel, Executive Director
5835 Callaghan, Suite 350
San Antonio, TX 78228
(210) 444-1710 (210) 444-1714 fax
Website: www.idra.org

Mission: The Intercultural Development Research Association (IDRA) is a vanguard training, research and development organization that works with people to make schools work for all children. It is committed to upgrading the quality of education for all students through the empowerment of students, their families and their communities.

Services: IDRA staff conducts research and development activities; create, implement and administer innovative education programs; and provide teacher, administrator, and parent training and technical assistance. Areas of focus include: appropriate language instruction, dropout prevention, family involvement, early childhood education, immigrant education, effective practices, teacher preparation, and equity in education for all students. Staff also facilitates the development of new linkages within school districts between families, community organizations, institutions of higher education, and the business sector.

Evidence of effectiveness: Each year, IDRA provides training to more than 30,000 teachers, administrators, parents and students and provides technical assistance to more than 1,500 schools, districts, and other groups. IDRA propelled the reform of state funding systems, designed and implemented school-based programs that cut dropout rates by 90 percent, developed programs that work for young learners, fostered student and teacher leadership development, and conducted research that informs policy reform. The Coca Cola Valued Youth Program, an internationally recognized dropout prevention program created by IDRA, has maintained a less than 2 percent dropout rate for its tutors since 1986 and has made a difference for more than 74,500 children, families, and educators.

PROJECT GRAD (TX)
National Center for Urban Partnerships
Sharon Jacobson, Director of Operations
P.O. Box 2511
Houston, TX 77252
(713) 757-5973 (713) 757-3144 fax
Website: www.hern.org/~grad

Mission: Project GRAD (Graduation Really Achieves Dreams) is a school-community collaborative to improve the instructional quality and culture of at-risk feeder systems of schools. The philosophy guiding the program is that all pre-K through twelfth grade students can be effective learners, regardless of demographic background, if appropriate and timely programmatic interventions are infused into the primary grades.

Services: Various curriculum models are implemented simultaneously at Project GRAD sites, involving students in bilingual and regular classrooms. These include: Move It Math, Communities in Schools, Success for All, Consistency Management Program, and the University of Chicago School Math Project. Scholarships are offered to ninth-grade participants of Project GRAD. Other services include: staff development, parental involvement, and funding.

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Evidence of effectiveness: While this is a long-term program and final outcomes will not be determined for many years, the following early indicators are very positive: 173 Davis High School graduates (75 percent of the graduating class) qualified for the college scholarship in 1997, up from 138 scholarships in 1996; 72 percent of students in Davis elementary schools passed math in 1997 compared to 60 percent in 1996 and only 44 percent in 1994 before the program started; 74 percent of students in Davis elementary schools passed reading in 1997 compared to 64 percent in 1996; 76 percent of students in Yates elementary schools passed math in 1997 compared to 70 percent in 1996 before the program started; 57 percent of students in Marshall Middle School passed math in 1997 compared to 42 percent in 1996 and 21 percent in 1995 before the program started; 63 percent of students in Marshall Middle School passed reading in 1997 compared to 47 percent in 1996 before the program started.

Multi-service Agencies

A Place Called Home (CA)

Deborah Constance, Director
2830 S. Central Avenue
Los Angeles, CA 90011
(323) 232-7653 (323) 232-0139 fax

Mission: A Place Called Home (APCH) offers a unique family environment that features one-on-one mentoring, compassion and unconditional love with a mission to enable inner city youth to find their dreams and lead a more self-reliant life.

Services: APCH provides mentoring by staff, volunteers and collaborating agencies; gang prevention, intervention counseling and addiction recovery; health, wellness and recreation; art, dance, music and theater; computer training, tutoring and college preparation; job readiness, placement and apprenticeship; community outreach and cultural awareness.

Evidence of effectiveness: APCH began in 1993. In 1997, it was recognized at the President's Summit as one of the "top 50 teaching examples" in the United States. Over 1,500 youth were served in 1997.

Delhi Community Center (CA)

Irene Martinez, Executive Director
542 E. Central Avenue
Santa Ana, CA 92707
(714) 549-1317 (714) 549-5738 fax

Mission: Dehli Center is a community effort that addresses social, economic and health issues in Orange County. The center serves a population in the southeast area of Santa Ana, including the Dehli neighborhood.

Services: As part of its services, the center has youth enrichment programs, including the Homework Center, Academia Del Pueblo (a summer after-school program), Summer Youth Employment Training Program/Youth Leadership Development Program, and Summer Food Program. Other services include: parenting classes, a support group for adolescent mothers and pregnant teens, leadership promotion, Caminos Positivos for HIV-positive Latinos in Orange

County, Entre Nosotras for Latina women in Orange County, and Entre Hombres for Latino Gay men in Orange County.

Evidence of effectiveness: The after-school program for at-risk youth provides over 10,000 hours of tutoring per year, four field trips and a summer meals program that served 2,400 youth in 1998. The center has trained over 350 Latina women as volunteer peer educators on the issues of breast cancer, domestic violence and HIV/STDs.

MEXICAN AMERICAN COMMUNITY SERVICE AGENCY, INC. (CA)
Esther Medina, Executive Director
130 N. Jackson Avenue
San Jose, CA 95116
(408) 928-1122 (408) 928-1169 fax

Mission: It is the mission of the Mexican American Community Service Agency, Inc. (MACSA) to identify the social, economic, health and education needs of the Latino community of Santa Clara County, and to provide services that address those needs.

Services: MACSA provides many services. The youth program services include: computer literacy, Eagle Warrior Athletics, Eagle Warrior Recreation, Aztec dance, Homework Club, Friday/Saturday Nite Jams, Teatro Familia Aztlan, Zero Drop Out Youth Academy, and Latchkey Day Care. The youth development programs include: Academica Calmecac, Sound Mind, Sound Body Weight Training, Choices Program, Youth Employment Program, and Homeless Youth Connection. Gang intervention program services include: Street Reach, New Image, Las Hermanitas, and a Restorative Justice Program. The family wellness programs include the Male Involvement Program, Gardner Family Health Network, school linked services, Alum Rock Counseling Center, and A Tu Salud.

Evidence of effectiveness: Founded in 1964 as a non-profit organization, MACSA has historically been one of the leading providers of services to Latino youth, families and seniors in Santa Clara County.

THE LATIN AMERICAN YOUTH CENTER (DC)
Lori Kaplan, Executive Director
1419 Columbia Road, N.W.
Washington, D.C. 20009
(202) 319-2225 (202) 462-5696 fax

Mission: The Latin American Youth Center (LAYC) is a community-based, non-profit multicultural agency, which promotes the individual and the socioeconomic development of Latinos and other minority groups.

Services: LAYC's educational initiatives include computer skills training, English as a Second Language (ESL) instruction, General Education Diploma (GED) preparation, leadership development and job development. Health education services include HIV/AIDS outreach and prevention, teen health promoters training and career opportunities, and smoking cessation training. Family connections include individual and family counseling, alcohol and drug treatment, temporary foster placement, transitional living program for males, teen parent support services, and violence reduction workshops. Neighborhood collaboratives include gang

prevention initiatives, educational and cultural workshops, girls and boys soccer teams, and family nights.

Evidence of effectiveness: In 1998, 100 youth received assistance in job placement and job retention. One hundred and fifty youth received college search, application and preparation assistance. Two hundred youth participated in daily after-school and weekend recreational and tutoring activities, and educational, off-site field trips. Thirty young adults and adults received computer instruction, ESL, GED and job placement services. Fifty youth received computer and Internet training.

EL CENTRO, INC. (KS)
Richard Ruiz, Executive Director
1333 South 27th Street
Kansas City, KS 66106
(913) 677-0100 (913) 362-8250 fax

Mission: El Centro seeks to improve the quality of life of all those in need by providing services in the areas of employment, education, housing, advocacy, community outreach and referrals. The agency provides these services by linking human needs with community, corporate, and human resources. All of El Centro's programs work with individuals so that they can improve both their own lives and the lives of their families.

Services: El Centro's services include: family intervention and comprehensive services in employment, education, housing, advocacy, community outreach, counseling, child care and referrals; child care includes services for children ages 2½-5 years in a bilingual, bicultural preschool and day care center. Additionally, the Migrant Education Program focuses on migrant children's self-esteem, development and improvement of academic skills; and Keyboards to Success, a clerical and computer training program, incorporates job readiness and job-sustaining skills training.

Evidence of effectiveness: El Centro earned the Best of Wyondotte County Award in 1996.

COMMUNITY ASSOCIATION OF PROGRESSIVE DOMINICANS (ACDP), INC. (NY)
Victor R. Morisete, Executive Director
3940 Broadway, 2nd Floor
New York, NY 10032
(212) 781-5500 (212) 927-6089 (fax)

Mission: The mission of ACDP is to promote and develop the physical, emotional, social and economic well-being of the residents of Upper Manhattan, the Bronx, and New York City by facilitating community empowerment through education, provision of human services, and the development of individual skills and community leadership.

Services: ACDP runs programs in six critical areas: education, youth leadership, public and mental health, food and nutrition, immigration and citizenship, and housing and economic development. Youth programs include La Escuelita After-School Program, Choices and Community Beacon, Audubon Ballroom Youth Mental Health Program, HIV/AIDS prevention and education, ACDP/Padres Para Padres Weekend Recreation Program (for children and youth with mental retardation and developmental disabilities), and United Way/CAPS programs in elementary, middle and high schools. ACDP is a sponsor of the Twenty-first Century Academy

for Community Leadership/P.S. 210, a dual-language New Vision school. ACDP has been approved to open the dual-language Amber Charter School in September 2000.

Evidence of effectiveness: Serving 15,500 children and families yearly, ACDP has documented consistently positive outcomes for youth. The Hispanic Federation of New York awarded ACDP its 1998 Community Service Award.

SENECA CENTER (NY)
Ben Rodriguez, Director
1231 Lafayette Avenue
Bronx, NY 10474
(718) 378-1300 (718) 893-2949 fax

Mission: The Seneca Center addresses widespread problems of poverty and provides a forum and facilities to promote self-empowerment.

Services: The center provides a variety of programs such as Family Counseling Program, which serves families and youth. Local Employment Action Program (LEAP) is a job readiness and educational enhancement program funded by the New York City Department of Employment. LEAP operates during the school year and is designed to help students complete high school and gain valuable work experience after school. Community Program for the Achievement of Student Success (COMPASS) is an educational support program designed to assist economically and educationally disadvantaged youth with obtaining entry into institutions of higher education, vocational training, or employment. The center also provides tutorial programs for K-8 children, and teens 14 through 21.

Evidence of effectiveness: The program has served the community for 28 years.

TEXAS FIESTA EDUCATIVA (TX)
Yvette Hinajosa, Director
1017 N. Main Avenue, Suite 207
San Antonio, TX 78212
(210) 222-2367 (210) 475-9283 fax

Mission: The mission of Texas Fiesta Educativa is to advocate on behalf of and provide (English/Spanish) multicultural educational services to Hispanic persons with disabilities, their families and the professionals that serve them.

Services: Texas Fiesta Educativa provides training, information distribution, program development, conferences, and Parent Resource Centers.

Evidence of effectiveness: Texas Fiesta Educativa was established in 1988 and has expanded to include Partnerships for Opportunity, Development, Education and Resources (Project P.O.D.E.R.), Parent Training and Information Centers in San Antonio and the Community Parent Resource Center in Welasco, Texas.

Community and Youth

GANG PREVENTION – YOUTH SERVICES (CA)
Community Service Programs, Inc.
Margot Carlson, Executive Director
16842 Von Karman, Suite 425
Irvine, CA 92606
(949) 250-0488 (949) 251-1659 fax
Website: www.cspinc.org/welcome.html

Mission: Community Service Programs, Inc. (CSP) is a non-profit human services organization in Orange County working in conjunction with the police, schools, probation officers and courts. CSP was established in 1972 as a field study project for students at the University of California Irvine, providing diversion counseling for delinquent youth and their families at the Costa Mesa Police Department. Since that time CSP has grown dramatically in size and scope and has designed and implemented some of the most respected prevention and intervention programs in southern California.

Services: CSP, now in its 25th year of providing services in Orange County, comprises seven model programs assisting over 50,000 persons a year--abused children, victims of crime, struggling families, adolescents who are acting out, people in need of mediation services and recovering substance abusers. Among the services provided by CSP are youth services, Families First, Gang Prevention, Victims Assistance, Dispute Resolution, and the Youth Shelter programs.

Evidence of effectiveness: The Gang Intervention Program is active in six Orange County cities and has provided services to 1,666 at-risk youths, wannabe and full-fledged gang members and their families. In juvenile detention, over 670 youths and parents have received counseling and 35 youths have been assisted to obtain tattoo removal. Close to 25 youths have performed 980 hours of community service work.

MI CASA – RESOURCE CENTER FOR WOMEN, INC. (CO)
Barbara Bennett Rivera, Executive Director
571 Galapago Street
Denver, CO 80204
(303) 405-4151 (303) 595-0422 fax
Website: www.micasadenver.org

Mission: The mission of Mi Casa is to provide quality employment and education programs that promote self-sufficiency for primarily low-income Latina women and youth.

Services: Mi Casa provides services for youth development, including: Mi Carrera, a four-year dropout prevention program for low-income girls attending West High School; Mi Camino, a program designed to help single mothers between ages 17 and 25 complete their GED and pursue postsecondary education or vocational opportunities; and FENIX, an HIV/STD/teen pregnancy prevention program. Other services include after-school, weekend and summer programs for middle school youth, business development training promoting small business ownership, microlending projects, and career development in both traditional and non-traditional jobs.

Evidence of effectiveness: In 1993 and 1994, 100 percent of Mi Carrera participants graduated from high school and 85 percent enrolled in college. In 1997, 11 young women graduated from high school and 9 enrolled in college. The Mi Camino program enrolled 44 participants in 1997, with 35 individuals completing the program. Among these, 23 received their General Education Diploma and 1 re-enrolled in high school. Over 12,000 youth were reached in 1997 through all the youth development programs.

Mary's Center for Maternal and Child Care (DC)

Maria Gomez, Executive Director
2333 Ontario Road, NW
Washington, DC 20009
(202) 483-8196 (202) 797-2628 fax
Website: www.maryscenter.org

Mission: The center's mission is to provide holistic and culturally responsive health care to women and their families, recognizing the critical importance of women's social environment and emotional well-being.

Services: Mary's Center serves many Latinas with programs focused on pregnancy prevention, testing and counseling for sexually transmitted diseases, HIV testing, job development, teen parenting classes, father mentors, and case management services.

Evidence of effectiveness: The Women's Health Program provided for 332 prenatal patients in 1998, with only one infant mortality and five low birth-weight babies. In 1998, 100 percent of sexually active patients were screened for sexually transmitted diseases and 95 percent of teens receiving family planning services succeeded in preventing unplanned pregnancies. Out of 1,325 pediatric cases, 97 percent of two-year-olds are fully immunized. Over 795 families have been enrolled in the Children's Health Insurance Program (CHIPS).

Alivio Medical Center (IL)

Carmen Velasquez, Executive Director
2355 South Western Avenue
Chicago, IL 60608
(773) 650-1202 (773) 650-1226 fax

Mission: The Alivio Medical Center opened its doors in 1989 with a vision to create a community-based health center, responsive and culturally sensitive to many of Chicago's most underserved, uninsured and vulnerable communities. The neighborhoods of Pilsen, Little Village, Heart of Chicago, and Back of the Yards are now home to a growing Mexican immigrant population and first-generation Mexican Americans.

Services: Alivio provides primary health care services and health education to over 14,000 patients and offers this care with a clinical staff that is 100 percent bilingual. Alivio recognizes that the children and youth living in its service area face serious health risks and stresses, including poverty, drug abuse, gang activity, high drop-out rates from school, racism, teen pregnancy, sexual abuse, and violence. Therefore, in addition to its primary care services, this medical center provides a comprehensive approach to child and youth health services by offering both health promotion activities and educational programs. The center offers programs specifically on teen prenatal care and an award-winning program on child health promotion.

The center's health education programs include a Community Leadership Program, which trains high school students to become peer health educators knowledgeable about complicated topics; an Ounce of Prevention/Teen Homevisiting Program that targets high-risk pregnant and parenting teens; and a Child-to-Child (Niño-a-Niño) program where children learn to promote health and safety to other children, their families and the community.

Evidence of effectiveness: Since 1995, Alivio has trained about 125 community youth leaders from various local high schools. The center's Teen Homevisiting Program served close to 100 teens in 1998 and has been effective in increasing healthy pregnancies and delaying subsequent pregnancies.

ALIANZA DOMINICANA, INC (NY)
Moises Perez, Executive Director
2410 Amsterdam Avenue, 4th Floor
New York, NY 10033
(212) 740-1960 (212) 740-1967 fax

Mission: Alianza's mission is to help children, youth and families break the vicious cycle of poverty and fulfill their potential as members of the community at large. The organization serves Latino at-risk youth ages 13-21 in Manhattan, in the predominately Dominican Washington Heights neighborhood.

Services: Among its programs are youth development and community revitalization programs, including: The Triangle Project, a community revitalization for-profit project to support youth entrepreneurship, employment training programs and social service activities; La Plaza Community Center, a school-based community center; START, Striving Together to Achieve Rewarding Tomorrows; Attendance Improvement and Drop Out Prevention; a Center for Employment, Training and Education; and the General Youth Council. Other programs include: domestic violence prevention, drug prevention/foster care prevention, family preservation services, an immunization project, AIDS services, lead hazard prevention, and mental health services.

Evidence of effectiveness: Alianza provides the area's only comprehensive community facility, serving more than 8,000 youth and adults annually.

THE COMMITTEE FOR HISPANIC CHILDREN AND FAMILIES, INC. (NY)
Elba Montalvo, Executive Director
140 West 22nd Street
New York, NY 10011
(212) 206-1090 (212) 209-8093 fax

Mission: The Committee for Hispanic Children and Families, Inc. (CHCF) was founded in 1982 by a group of Latino health and human services professionals in response to the lack of culturally sensitive and linguistically appropriate services in the foster care and adoption system. The committee's mission is to improve the quality of life for Latino children and families through community education, human services training, and public advocacy.

Services: CHCF implements the Community Achievement Projects in Schools (CAPS) program. This program offers drop-out prevention in five elementary, intermediate and high schools. Students with high absenteeism and academic problems receive services tailored to meet their needs, which include: individual and group counseling, home visits, tutoring, educational workshops, and cultural and recreational enrichment experiences. Parents are provided with counseling and information to help them become involved in their children's education and the issues that affect their family.

Other CHCF services include: The After School Program (TASC) at PS/MS 279 in the Bronx, a safe, developmentally appropriate and educational after-school program that complements and enhances school curricula; the Center for Advocacy and Community Building, which fulfills the challenge of enlarging and improving the committee's advocacy function of working towards public policy advocacy, establishing social services networks and coalitions, organizing local consortiums, and building public/private partnerships in program development and policy research; the Relationship Abuse and Violence Prevention Training Project, which conducts training for organizations that serve youth regarding date rape and relationship abuse among teenagers and young adults.

Evidence of effectiveness: The CAPS program served 793 students in 1998, improving school attendance of approximately 60 percent of its participants by 25 percent or better. The program offered approximately 300 workshops to parents on subjects such as: housing rights, immigration law, graduation requirements, domestic violence and securing health care for their children.

LATINO COMMUNITY DEVELOPMENT AGENCY (OK)
Patricia Fennell, Executive Director
420 S.W. 10th Street
Oklahoma City, OK 73109
(405) 236-0701 (405) 236-0773 fax
Website: www.unitedwayok.org/latino.html

Mission: This agency works to enhance the quality of life in the Latino community through education, leadership, services and advocacy.

Services: The Latino Community Development Agency (LCDA) services include: an HIV/AIDS/STD prevention program; a teen pregnancy prevention program; cultural and arts awareness programs; leadership clubs at 14 schools; gang prevention and intervention; Vacunas desde la Cuna immunization clinics; Nuestras Familias, a child abuse prevention, domestic

violence and family preservation program; job referrals; small business development; and the Tony Reyes Bilingual Child Development Center.

Evidence of effectiveness: In 1998, the HIV/AIDS/STD prevention program served 643 Hispanic youth. The teen pregnancy prevention program has served 600 Hispanic youth since 1995. The Vacunas desde la Cuna program provided 170 home visits and 50 hospital visits in 1998. Nuestras Familias provided 673 home visits, with 45 families receiving over 1,000 hours of service in 1998. The Latino Community Development Agency was featured at the President's Summit held in Philadelphia in 1997 as one of the 50 "teaching examples."

FAMILY SERVICE – PROYECTO FAMILIA (RI)
Steve Hug, Vice President
55 Hope Street
Providence, RI 02906
(401) 331-1350 (401) 274-7602 fax

Mission: The mission of Family Service is to protect, maintain, enhance and strengthen the social and psychological well-being of children, adolescents, adults and families, especially those of lesser economic means, through a flexible, vibrant continuum of behavioral health care and social services.

Services: Proyeto Familia provides "wrap around" services (one-worker-to-one-family) to clients for behavioral health care and social services. Case management is provided at the family's home.

Evidence of effectiveness: The Proyecto Familia study found that families stayed in the program an average of 5.6 months, with 96 percent of clients keeping 75 percent of the appointments; 80 percent of clients identified more than three goals, and all identified at least two goals; 75 percent of goals were achieved, 18 percent were partially achieved.

URBAN SMARTS (TX)
Allegra Sparks, Program Director
Department of Arts & Cultural Affairs
2E Houston, Suite 300
San Antonio, Texas 78305
(210) 270-7190

Mission: This program is a gang prevention after-school program designed to divert minor offenders and at-risk youth away from gang-related activities during the school year.

Services: Urban smARTS utilizes the arts as a foundation for self-esteem building, life skills activities and field trips. The service areas are seven middle schools in San Antonio. It is a collaborative effort of the City of San Antonio Youth Services division, San Antonio Independent School district, South San Antonio Independent School district and staff from various community-based organizations.

Evidence of effectiveness: Evaluation results by the Intercultural Development Research Association and Calider Associates include greater academic improvement of the students in the program. The program was recognized as the tenth finalist in the Coming of Taller Awards, a contest with 600 participants countrywide.

"By the Authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase the opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered..."

President Clinton, February 22, 1994

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans through Executive Order 12900 in September 1994. Guiding the White House Initiative is the President's Advisory Commission on Educational Excellence for Hispanic Americans, whose responsibility is to advise the president, the secretary of education, and the nation on the most pressing educational needs of Hispanic Americans. The White House Initiative also provides the connection between the Commission, the White House, the federal government and the Hispanic community throughout the nation.

Current White House Initiative activities include initiating policy seminars, offering a national conference series, *"Excelencia en Educación*: The Role of Parents in the Education of Their Children," focused on improving the education of Latino youth by better engaging Latino parents, increasing understanding and awareness of Hispanic Serving Institutions (HSIs), and coordinating a new round of high-level efforts across the national government to improve Hispanic education. These activities are driven by a two-year work plan that provides a strategic and purposeful response for addressing the educational challenges outlined in the September 1996 President's Advisory Commission's report "Our Nation on the Fault Line: Hispanic American Education." The report responds to the president's request to assess:

- Hispanic educational attainment from pre-K through graduate and professional school;
- Current federal efforts to promote the highest Hispanic educational attainment;
- State, private sector, and community involvement in education;
- Expanded federal education activities to complement existing efforts; and,
- Hispanic federal employment and effective federal recruitment strategies

Assisting the Initiative address the many educational challenges facing Hispanics is the Inter-Departmental Council on Hispanic Educational Improvement. The Council—composed of high-level federal agency representatives—is responsible for overseeing government-wide efforts to provide greater opportunities for Hispanic Americans to participate in and benefit from federal programs designed to improve educational attainment. The Council meets three times a year and relies on structured working groups to develop interdepartmental strategies and programs.

Accelerating the educational success of Hispanic Americans is among the most important keys to America's continued success. Please join us in ensuring educational excellence for all Americans.

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